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ABSTRACT

This document presents an evaluation of the readings course program at New College at Hofstra University. Under this program, students divise an independent study project under the supervision of the faculty member. Readings courses may range from conventional readings and research to field work or the production of creative works. The student's option to elect a readings course is subject to the availability of faculty resources and to the student's preparation for the proposed project. In general, the readings course program at New College does appear to be serving its intended purpose in that students seem to be electing such courses as optional means of exploring new problem areas. Those students who do plan readings courses tend to be in good academic standing and to complete the courses they begin. (Author/HS)

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CENTER FOR THE STUDY OF HIGHER EDUCATION

HOFSTRA UNIVERSITY

New College Report #4*

Individualized Education:

Readings Courses at New College - 1971-72

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*New College Hofstra University's innovative degree-granting undergraduate unit, and the Center for the Study of Higher Education at Hofstra University, have joined in a cooperative program of educational research since 1961. Members of both staffs participate, with the College and the Center pooling resources for the divers projects Participants in this cooperative venture into educational research include Dr. Harold E. Yuker Director of the Center; David C. Christman, Dean of New College; Professor Margaret A. Hofeller, Project Director; Marina L. Dean, Research Associate; and Elaine Bosch, Research Assistant. The following report is a direct result of this jointly conducted research and is one of the continuing series of published documents.

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Independent study has gained much attention in recent years as a primary index of the "wave of the future" in higher education's striving to provide "relevance" to students and to recognize their individual differences and independence (Pommer, 1970; Gleason, 1967; Heathers, 1971). In one recent sample of American colleges and universities (Thompson and Dressel, 1970), 84% of the respondents reported the presence of some form of independent study in their curricula. Yet, the literature of higher education contains very few references to empirical evaluations of such programs. Independent study would thus appear to be gaining the same value-by-tradition status that the lecture method has maintained. Recognizing the many methodological subtleties in investigating the learning consequences of a particular form of instruction, this paper represents an initial step in a program of evaluation.

New College, a semi-autonomous degree-granting unit, serves as the "curriculum workshop" for Hofstra University. One of its major aims during the eleven years of its existence has been to develop individually meaningful and educationally valid modes of learning. Classroom courses are seen at the College as but one means of communicating the knowledge and the excitement of a given area of intellectual pursuit. Such courses often have very real benefits beyond the practical one of economy of resources: certain material, certain students, certain faculty seem to thrive in the social dynamics of the classroom. Others, however, require a different environment, different pressures. Included among the various options for independent study at New College are individual tutorials, Encounter units (typically off-campus work and/or study programs), units by examination, peer teaching,

research apprenticeship, senior research project in the Natural Sciences and readings courses.*

Student Initiated Projects at New College are intended to provide the student with educational options, alternatives to those academic content areas or styles currently available in present course offerings, approved by the appropriate unit faculty. Similarly, readings courses provide the student with an opportunity to study some particular subject of personal interest not available in a published course at the University, under the guidance and supervision of a faculty member. The student selects a faculty member from New College or other academic unit at the University, in an academic area relevant to his particular project, and requests that he become his supervisor. The student and faculty member jointly finalize the dimensions of the project - substance, number of conferences, credits and other formal details. The proposal is then referred to the student's advisor and finally to the appropriate area faculty for formal approval. Readings courses may range from conventional readings and research to field work or the production of creative works. The student's option to elect a readings course is subject to the availability of faculty resources and to the student's preparation for the proposed project.

Because readings courses are such an integral part of the New College curriculum and, more specifically, of the College's Student Initiated Projects program (during (1971-72, readings courses accounted for 59% of all such projects and for 10% of all New College courses), an investigation was begun

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*Prior to the 1972-73 academic year, the various modes of indepent study were grouped under the headings of "Individual Study." Such courses will, beginning September, 1972, be classified as Student Initiated Projects. Readings courses will be referred to as Individual Projects.

of some of the most salient facets of the program. This first phase of evaluational research focused on those readings courses initiated by New College students during the 1971-72 academic year. The following report is a summary of the data obtained in terms of types of courses undertaken and the characteristics of the students who elected them and of the instructors tho supervised them.

Method

During the four eight-week sessions of the 1971-72 academic year, copies of approved readings course applications and, later of grades awarded in thses courses, were referred to the Educational Research Office by the New College Registrar's Recorder. Records were thus kept of all readings courses undertaken throughout the year. Since a large number of delayed grades, i.e. "Hold" (four-week hold) and "Deferred Evaluation" (contracted delay period of up to two years) were awarded, the grade records were updated periodically. This report is based on data available as of August 1, 1972.

Results

Readings Course Content. Since the readings course program was primarily designed to offer students alternatives to published courses in terms of substance and/or style, the 1971-72 readings course titles (See Appendix A) were surveyed to determine the number which, by title only, appeared to duplicate courses offered at the University. It was found that 19% of the total of 263 courses fall into this category. Even this relatively low percentage of apparent redundancy may be explained by the fact that, according to the office of the Dean of New College, some students, particularly upperclassmen, were specifically advised to apply for readings courses on published course material because of program conflicts. In

addition, previous New College program policy permitted student to elect readings courses as a means of meeting program requirements. Nonetheless, the review of the 1971-72 readings course titles generally indicated that these courses were indeed employed as vehicles for the pursuit of academic topics different from those offered in published courses.

Readings Course Students. One hundred and forty-five students (40% of the total New College population) attempted a total of 896 readings course credit hours during the 1971-72 academic year for an average of 6.17 credits. A display of the percentage of students who took readings courses in terms of their academic year and concentration area is presented in Table 1.

Table 1

Readings Course Registration by Concentration Area Academic Year 1971-72

Student's Concentration Area	Student's Academic Year								Totals	
	Freshmen		Sophomores		Juniors		Seniors			
	Total N	% Taking R.C.	Total N	% Taking R.C.	Total N	% Taking R.C.	Total N	% Taking R.C.	Total N	% Taki R.C.
Humanities	40	40%	54	50%	32	53%	10	50%	136	48%
Social Sciences	77	23%	60	48%	31	35%	9	11%	177	33%
Natural Sciences	20	25%	8	88%	2	0%	4	50%	34	41%
Liberal Arts	5	40%	3	100%	0	0%	0	0%	8	63%
Elementary Education	0	0%	4	25%	1	100%	0	0%	5	40%
Total	142	29%	129	52%	66	44%	23	35%	360	40%

It may be observed that of the four academic years, the second year class accounted for the highest percentage of readings course registrants

(52%). Although the Liberal Arts concentration area showed the highest actual percentage of students taking readings courses (63%), only eight students maintain Liberal Arts status at New College. The Humanities area had a relatively smaller percentage of readings course registrants (48%) but its absolute number of readings course students (N=65) is considerably higher.

In order to investigate the relationship between academic standing and election of readings courses, a comparison was made between the academic standing of students who selected readings courses during 1971-72 and that of those who did not. Based upon the official New College data as of June, 1972, student's academic records were categorized as: "In Good Standing"; "In Jeopardy" (either on probation or on restricted registration); "Dropped" for academic reasons; and "Withdrawn "voluntarily. Of the 145 individual students who elected at least one readings course during 1971-72, 130 (80%) were in good academic standing; 4 (3%) were in academic jeopardy; 3 (2%) had been dropped for academic reasons; and 8 (6%) had withdrawn voluntarily from the college as of June, 1972.

The comparable figures for the 215 students who elected no readings courses during the year are as follows: 148 (69%) were in good academic standing; 7 (3%) were in jeopardy; 16 (7%) had been dropped; and 44 (20%) had withdrawn voluntarily. A chi Square analysis revealed a significant relationship ($\chi^2 = 23.74$, 3 df., $p < .01$) between academic standing and the election of at least one readings course. It is, of course, difficult to infer whether academic success is a consequence of, or an impetus for, readings course registration. In part, too, the data are confounded by the inclusion of readings course grades in the student's over-all classification. Nonetheless, the data suggest that participation in the Readings Course program

is a correlate of success at the College.

Grades Awarded in Readings Courses. In contrast to Table 1 which deals with readings course registration, Table 2 compares student year and course area with grades awarded in readings courses. It may be observed that 592 (66%) of the readings course credits attempted by New College students were undertaken in the Humanities area; 218 (24%) in the Social Sciences; 78 (9%) in Natural Sciences; and 8 (1%) in Liberal Arts.

Table 2 also indicates that of the 896 total credit hours attempted, 733 (82%) were successfully completed for credit as of August 1, 1972. Of these, 46% were A's; 29% B's; 2% C's; and 23% P's. Of the non-completed credits, 70 (8%) are still legitimately outstanding (either I's or DE's); 24 (3%) were Fail grades; and 69 (7%) resulted in no evaluation (either Withdrawal or No Evaluation). Thus, 90% of all readings course credits attempted were either successfully completed or are legitimately pending according to accepted agreements. Even if none of the outstanding grades are successfully resolved, the completion ratio would be 82%. This finding is particularly menaingful since an often cited criticism of individualized study focuses on its potential for student procrastination and non-completion. Apparently, in the New College context, the program is characterized by a remarkably high degree of student achievement of those goals they contracted to complete.

A further analysis of the grade frequency distributions obtained for the 1971-72 readings courses as compared with those awarded in 1971-72 New College concentration courses (data available in the 1971-72 New College Annual Report) indicated a significant interdependence ($p < .05$) between grades and type of course. The indication being that readings courses were

Table 2

Frequency distribution of grades awarded in Readings Courses by Year and Academic Area, 1971-72*

Course Year and Area	Grades Awarded							TOTAL
	A	B	C	P	F**	H/Inc/*** DE	W/NE/**** Y	
Humanities								
Freshmen	30	28	12	9	2**	18	18	117
Sophomores	96	71	--	60	11	15	12	265
Juniors	68	64	--	46	4	4	3	189
Seniors	--	8	--	6	--	--	7	21
Total	194	171	12	121	17	37	40	592
Social Sciences								
Freshmen	37	12	--	--	--	11	4	64
Sophomores	54	10	--	19	4	7	11	105
Juniors	22	6	--	15	--	2	4	49
Seniors	--	--	--	--	--	--	--	--
Total	113	28	--	34	4	20	19	218
Natural Sciences								
Freshmen	2	--	--	--	--	5	2	9
Sophomores	18	--	4	8	3**	8	8	49
Juniors	4	10	--	6	--	--	--	20
Seniors	--	--	--	--	--	--	--	--
Total	24	10	4	14	3	13	10	78
Liberal Arts								
Freshmen	--	--	--	--	--	--	--	--
Sophomores	--	--	--	--	--	--	--	--
Juniors	4	4	--	--	--	--	--	8
Seniors	--	--	--	--	--	--	--	--
Total	4	4	--	--	--	--	--	8
Grand Total	335	213	16	169	24	70	69	896

*Data compiled as of August 1, 1972

**Fail grades awarded in both the letter grade system and in the P/F system. Of the total 24 fail credits awarded, 22 were for incompleted DE's.

***H-Hold (for four weeks); Inc-Incomplete; DE-Deferred Evaluation (a contracted extension for a period no greater than two years.

****W-Withdrawal; NE-No Evaluation; Y-Improper withdrawal.

generally awarded higher grades.

At the same time, 133 (22%) of the readings course credits attempted in the Humanities area were elected by students on a Pass/Fail option; 29 (13%) of the Social Sciences; 14 (18%) of the Natural Sciences and none in Liberal Arts. Thus, approximately one-fifth of all credits attempted in all readings courses were earned for Pass/Fail grades, compared with 10% of the concentration courses.

Readings Course Supervisors. Since New College students may elect faculty from New College or any other academic unit at the University as supervisors of their readings courses, a comparison between New College and non-New College supervisors was accomplished. These data are presented in Table 3. As part of the normal teaching load, all 15 full-time New College faculty members supervised at least one readings course during 1971-72. Including three part-time faculty at the College, these faculty accounted for a total number of 161 individual courses (547 credits), yielding a mean of 8.9 courses (30.4 credits) per faculty member. It should be noted, however, that the range of courses offered by each instructor is wide, 1-25 (1-98 credits).

Forty-eight non-New College faculty supervised a total of 102 readings courses (349 credits) for a mean of 2.1 courses (7.3 credits). The non-New College faculty supervisors included 31 at assistant professor level or below, 9 associate professors, 4 full professors and 2 members of the University Library staff. Two of the supervisors were Department Chairmen.

It is interesting to note that while there was a smaller number of New College faculty supervising readings courses, the total number of courses supervised by them was markedly higher than that of their University colleagues. This was primarily true in the Humanities area, where eight New

Table 3

Readings Course Supervisors

Instructor Area	New College Faculty (N)	# Courses Supervised	# Credits Supervised	(N)	# Courses Supervised	# credits Supervised	(N)	# Courses Supervised	# credits Supervised
Humanities	(8)	99	355	(26)	71	237	(34)	170	592
Social Sciences	(7)	37	125	(18)	26	93	(25)	63	218
Natural Sciences	(3)	25	67	(2)	3	11	(5)	28	78
Liberal Arts	-	-	-	(2)	2	8	(2)	2	8
Total	(18)	161	547	(48)	102	349	(66)	263	896

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Social Sciences	(7)	37	125	(18)	26	93	(25)	63	218
Natural Sciences	(3)	25	67	(2)	3	11	(5)	28	78
Liberal Arts	-	-	-	(2)	2	8	(2)	2	8
Total	(18)	161	547	(48)	102	349	(66)	263	896

College faculty (including two part-time members) supervised a total of 99 courses, compared with 26 non-New College faculty who supervised 71. Similarly in the Social Sciences, seven New College professors (including one part-time member) supervised a total of 37 courses, while the 18 non-New College faculty supervised 26.

A frequency distribution by academic year and concentration area of the students who elected to study with New College vs. non-New College faculty is presented in Table 4. It is interesting to note that of the total number of students who elected readings courses (N=145), approximately 50% chose New College faculty and 50% non-New College. Of those who did select at least one non-New College supervisor, 21% chose faculty from both New College as well as other units of the University, and 29% chose non-New College faculty only. Furthermore, of the various concentration areas, only in the Humanities and Liberal Arts did more students select faculty from the University rather than New College, and of the several academic years, only Junior students did so.

To amplify the data on readings course grades presented in Table 2, a further analysis of this distribution was accomplished by comparing grades awarded by New College and non-New College faculty (See Table 5). The yearly totals indicate that the same percentage (82%) of successfully completed were awarded by New College and non-New College faculty, as well as a similar percentage (3%) of Fail grades. However, a Chi Square analysis of the grade distributions of the two groups did reveal that the assignment of grades is not independent of the collegiate affiliation of the supervisors. ($\chi^2 = 25.57$, 5 df., $p < .01$). It appears that New College faculty awarded both higher letter grades and greater percentages of Pass grades. At the same time, a higher percentage of pending grades was awarded by

Table 4

Election of Faculty Supervisors

Student's Concentration Area	Academic Year								TOTAL			
	Freshmen		Sophomores		Juniors		Seniors		N.C.		Other	
	N.C. (N)	Other (N)	N.C. (N)	Other (N)	N.C. (N)	Other (N)	N.C. (N)	Other (N)	(N)	(%)	(N)	(%)
Humanities	7	10	12	14	6	11	3	2	28	38%	37	51%
Social Sciences	11	7	16	13	6	5	1	-	34	47%	25	35%
Natural Sciences	4	1	5	2	-	-	1	1	10	14%	4	5.5%
Liberal Arts	-	2	1	2	-	-	-	-	1	1%	4	5.5%
Elementary Education	-	-	-	1	-	1	-	-	-	-	2	3%
TOTAL												
N	22	20	34	32	12	17	5	3	73		72	
%	(30%)	(28%)	(47%)	(44%)	(16%)	(24%)	(7%)	(4%)	(50%)		(50%)	

Table 5

Grades Awarded in Readings Courses
by New College and Non-New College Faculty
1971-72

Concentration Area	Grades Awarded							
	A	B	C	P	F	H/DE Inc	/NE Y	TOTAL
Humanities								
New College	132	87	-	85	14	22	15	355
Non-New College	62	84	12	36	3	15	25	237
Total	194	171	12	121	17	37	40	592
Social Sciences								
New College	60	14	-	23	-	20	8	125
Non-New College	53	14	-	11	4	-	11	93
Total	113	28	-	34	4	20	19	218
Natural Sciences								
New College	20	10	4	14	-	9	10	67
Non-New College	4	-	-	-	3	4	-	11
Total	24	10	4	14	3	13	10	78
Liberal Arts								
New College	-	-	-	-	-	-	-	-
Non-New College	4	4	-	-	-	-	-	8
Total	4	4	-	-	-	-	-	8
Yearly Totals								
New College	212	111	4	122	14	51	33	547
Non-New College	123	102	12	47	10	19	36	349
GRAND TOTAL	335	213	16	169	24	70	69	896

New College professors as well as a lower percentage of no evaluation grades.

Characterics of completers vs. non-completers. Table 6 presents the frequency distribution of students who took readings courses comparing the various completion rates. Students were divided into three groups: those with 100% completion rate, i.e. who successfully completed all readings courses attempted (N=100); those with legitimately outstanding grades, i.e. H's and DE's (N=19); and those who failed to complete at least one course (N=26). Of the 26 students who did not successfully complete only one student had more than one such incompletion. At the same time, all 19 students with legitimately outstanding grades had only one such grade each. A comparison of the data also revealed that although a significant relationship ($\chi^2 = 13.46$, 5 df., $p < .05$) did exist between readings course completion rates and academic year no such relationship was found with student concentration area ($\chi^2 = 1.74$, 8 df., ns).

In order to ascertain if any relationship existed between a student's general academic standing and his tendency to successfully complete readings courses, a profile similar to the one constructed between students who did and did not take readings courses was prepared. Table 7 presents the data for the completers vs. non-completers.

Table 7

Academic Standing of
Completers vs. Non-Completers

	Completion Rate		
Academic Standing	100% Completion (N=100)	Legitimately Outstanding (N=19)	Failed to Complete (N=26)
Withdrawn	4	0	4
Dropped	0	0	3
Jeopardy	1	0	3
In Good Standing	95	19	16

Table 6

Frequency distribution of completers vs. non-completers by academic year and concentration area

Year and Area		Completion Rate					
		100% Completion		Legitimately Outstanding		Failed to Complete	
		N	%	N	%	N	%
Freshmen							
Humanities	(N=16)	11	69	2	13	3	19
Soc.Sc.	(N=18)	8	44	6	33	4	22
Nat.Sc.	(N= 5)	3	60	1	20	1	20
Lib. Arts	(N= 2)	1	50	1	50	-	-
El. Ed.	(N= 0)	-	-	-	-	-	-
Freshmen Total	(N=41)	23	56	10	24	8	20
Sophomores							
Humanities	(N=27)	17	63	5	18.5	5	18.5
Soc. Sc.	(N=29)	22	76	3	10	4	14
Nat. Sc.	(N= 7)	4	57	1	14	2	29
Lib. Arts	(N= 3)	2	67	-	-	1	33
El. Ed.	(N= 1)	-	-	-	-	1	100
Sophomores Total	(N=67)	45	67	9	13	13	19
Juniors							
Humanities	(N=17)	14	82	-	-	3	18
Soc. Sc.	(N=11)	9	82	-	-	2	18
Nat. Sc.	(N= 0)	-	-	-	-	-	-
Lib. Arts	(N= 0)	-	-	-	-	-	-
El. Ed.	(N= 1)	1	100	-	-	-	-
Juniors Total	(N=29)	24	28	-	-	5	18
Seniors							
Humanities	(N= 5)	5	100	-	-	-	-
Soc. Sc.	(N= 1)	1	100	-	-	-	-
Nat. Sc.	(N= 2)	2	100	-	-	-	-
Lib. Arts	(N= 0)	-	-	-	-	-	-
El. Ed.	(N= 0)	-	-	-	-	-	-
Seniors Total	(N= 8)	8	100	-	-	-	-
Year Totals	(N=145)	100	69	19	13	26	18

A significant relationship was found between a student's general academic standing and his tendency to complete readings courses ($\chi^2 = 25.18$, 6 df., $p < .01$). Again, however, the data are confounded by the inclusion of the readings course grades in the student's over-all standing.

Summary and Conclusions

Forty percent of all New College students participated in the Readings Course program at New College during the 1971-72 academic year, with an average of 6.17 courses per student and a total of 896 attempted credit hours. Humanities and second year students had the highest rates of participation in readings courses.

Significant differences were found to occur in the grade distribution of New College concentration courses and those grades awarded in readings courses, as well as in the grades awarded by New College and non-New College supervisors. Twenty percent of the credits attempted in readings courses were chosen on the Pass/Fail option.

Of the hours attempted, 90% were either successfully completed (82%) or legitimately outstanding (8%) as of August 1st, 1972. Seven percent of all readings course credits attempted resulted in no evaluation and three percent in Fail grades.

Sixty-six professors supervised readings courses during 1971-72, including all New College full-time faculty and an additional 48 faculty from other academic units of the University. Sixty-one percent of all credits attempted were supervised by New College faculty.

Statistical analyses indicated that there was a significant relationship between a student's academic year and his tendency to complete readings courses, while no such relationship was obtained between academic

area and completion rate. At the same time significant relationships were found between a student's academic standing and his tendency to elect readings courses, as well as between a student's academic standing and his tendency to successfully complete them.

In general, then, the readings course program at New College does appear to be serving its intended purpose. Students seem to be electing such courses as optional means of exploring new problem areas. Those students who do plan readings courses tend to be in good academic standing and to complete the courses they begin.

Further investigation is needed to determine the dimensions of the learning experience in independent study. Differences in the quantity and/or quality of learning in readings courses as contrasted to classroom courses, for example, need to be specified to better understand appropriate applications for readings course programs. In addition, greater in-depth investigation is required to discover the meaning of a readings course program for various faculty and students and to determine the extent to which such a program affects one's over-all educational attitudes and enhances the level of one's learning experience.

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APPENDIX A

Titles of Readings Courses attempted
by New College students during 1971-72

Phenomenology of Art
Thought of Karl Jaspers
Pragmatic & Existential Works of Art
Ontology
Major Religions
Origins of Witchcraft in Western Civilization
Cliff Odets & Group Theater
Directors and Directing
Painting Studio
Drawing and Anatomy
Architectural Drafting
Advanced Painting Studio
Readings in Modern Poetry
Peer Teaching
Doystoyevsky
Fitzgerald
Cortemporary Fiction
Pottery Workshop
Prophets in Old Testament
Classic Literature on Women
Analysis of the Image of Women in History
Introductory Psychology
Jungian Psychology
Sociology of Education
Radical Literature in Education
People and Culture of Mid-East
Fortran for Fun
Biology Feedback
Biological Basis for Differences between Sexes
Prenatal Development
History of Math
Readings in Philosophical Ideas in Modern Art
Creative Writing
Humanities
Becket
Architectural Drawing
Art Appreciation
American Short Fiction
Art of Edgar Allen Poe
Contemporary Arts in China
Contemporary American Fiction
Readings in History and English Literature
Expository Writing
Richard the Second
Culinary Arts of China
Pastels and Oil Pastels
On and About Gertrude Stein
Modern European Novels
Joyce
Glaze Chemistry
Images in Poetry, Painting and Drama (18th Century)
Abstract Expressionism
Introductory Readings in Old Testament
Delmore Schwartz
Latin Comprehension
Psychodrama
Vodun Practices of Haiti
Utopia and Reality
Commue-A Sophisticated Fraternity House
Cities and Individuals in Tension
Mental Illness and Language
Works of RD Laing
Pathology in Family
Geography of South America
Parapsychology
Morality of Behavior Modification
Introduction to Neurology
World of Math
Linear Programming
Technology of Shelter
Study on the Bauhaus
Structuralism
Gestalt Theory
Values in Crisis
Blues within Cultural Perspective
Buddhism
General Anthropology
Major Religions of India and Far East
Stanislovski's Contribution
"Waiting for Godot"
Readings in Films
Graphics

Advanced Graphics
History of Art, Criticism
Book Illustrations
How Environment Affects an Artist
Independent Work in Pottery and Ceramics
American Literature
Readings in Modern Contemporary Literature
Readings in Salinger
Studies in Afro-American Thought
Spanish and Spanish-American Works
Spanish Readings
Spanish Language
Ceramic Workshop
Chinese Language
20th Century French Literature
Advanced French
Studies in Water Colors
Gallery Study
Beginning Hebrew
Readings in Hebrew
Introductory Readings in James Joyce
Analysis of Basic Structures of Religious Experience
C. Wright Mills
Utopians
Role of Mental Institutions in Society
Learning Theory
Sexual Identity
Basic Psychology
Environmental Psychology
Daniel De Leon
Deterrent Effect of Death Penalty
Readings in Education and Symbolic Interaction
Early Childhood
Experimental Education
Phenomenological Psychology
Pan-Africanism
Modern Dancing and Relationship to Dance Therapy
Children's Literature in Elementary School
Computations, Finite and Infinite Machines
Impact of Computers on Future Society
Biology of Memory
Neurophysiological Control
Biological Sciences
Nutrient Cycles in Fresh Water Lakes
Art in Europe
Human Natures
Subcultures of Therapeutic Communities
Communication and Culture
Survey in Media
General Readings in Anthropology
Arthur Miller
History of News Broadcasting
Shakespeare
Meaning of Freedom
Poetry Writing
Beginning of English Novel
Nature in Photography
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Cloisonne Enameling
Study of 18th Century Furniture
Technical Aspects of Camera
Wilderness in American Literature
Mark Twain and the American Myth
Contemporary Writings by Female Authors
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1st Year Essay
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Conversational Spanish
Watercolors based on Turner
Basic French
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Aesthetics of J. Dewey
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Producing Radio News Broadcasting
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Myths and Symbols of Hindu-Buddhist Tradition
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Movement of Love in the Universe
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Investigation of Political Psychology
Reactions to Unions
Mexican People and Gaiety
Perception of Student, Faculty and Administration of Aspects of School Experience
Introduction to Demography
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Robeson: Man and Society
Study of US Naval Academicy
Attitudes and Learning Theory
Phenomena of Unconsciousness
Psychological Approach to Understanding Sex Identity
Peer Teaching in Environmental Psychology
Schizophrenia
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Mead and Dewey
Psychological Aspects of Kazastzakis Characters
Radical Approach to Schooling
Innovations in Secondary Education
Soviet Politics - Position of Women
Psychology of Vision
Cognitive Theories
Tudor English
Basic Comprehension Language
Artificial Intelligence
Aspects of Ecology
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Future Shelter and Technology
Library Media Material for Child Library Use in Study